**NAME OF COURSE / CLASS:** 7th grade language arts

**UNIT TITLE:** *Looking at Both Sides*

**LESSON TITLE:**  “Introduction to Looking at Both Sides”

**ANTICIPATED INSTRUCTIONAL TIME:** 45 minutes.

**ENDURING UNDERSTANDING:**  Students will begin the process of learning to understand problems from multiple perspectives, not only to develop their own patterns of thinking and writing, but also to learn to empathize with those who have different worldviews than their own.

**RATIONALE:** The process of identifying advantages and disadvantages in the model essay “For Girls Only?” will prepare the student for thinking and writing about important topics from multiple perspectives, especially using the advantages/disadvantages mode of expository writing.

**GOALS OF THE LESSON:**

G.1.1: to develop an understanding and appreciation for the advantage/disadvantages essay structure.

**OBJECTIVES:**

O.1.1: Students will make inferences and draw conclusions based upon active-reading strategies and prior knowledge, including their ability to apply the ideas of denotation and connotation to grade-level text.

O.1.2: Students will, using the above skills and a representational model, identify the patterns of an advantages/disadvantages essay.

O.1.3: Students will come to appreciate the complexity of real-world issues and consider that not all issues have clear and concrete answers.

**RESEARCH & BEST PRACTICES:**

This lesson is adapted directly from Holt’s *Elements of Language, First Course.*

**SD K-12 CONTENT STANDARDS:**

7.R.2.1 Students can interpret text using comprehension strategies.

7.R.1.2. Students can infer how word choice affects meaning.

7.R.5.4 Students can analyze the author’s purpose in text.

**NCTE STANDARDS**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

**SESSION-RELATED QUESTIONS:**

**What if I can’t write good?** Answer: Write “bad.” Writing “something” beats writing “nothing.” Besides, the more “bad” writing you do, the better your writing will get. (I believe Stephen King suggested this strategy for unblocking blocked writers.)

**Why do we have to learn this?** Answer: Thinking and writing from multiple perspectives is an important skill…and it *can be* kind of fun. Ask older kids in debate.

**What if we disagree with both sides of the issue?** Answer: The most important thing to do first is understand the different perspectives and points-of-view in your reading. Don’t worry about agreeing or disagreeing just yet. This is called “keeping an open mind.”

**Can there be more than two points of view on the issue?** Answer: Absolutely, but now we are only going to consider advantages and disadvantages.

**What if we can’t figure out whether something is an advantage or disadvantage?** Answer: This can be difficult, because what seems like a disadvantage may turn out to be an advantage in the long run. The important thing to do is to understand and comprehend the issue, so you can weigh both of its sides and determine your own unique perspective.

**IMBEDDED/FORMATIVE ASSESSMENT OPPORTUNITIES:**

Students will be given a false-dichotomy journal exercise, which will be discussed as a class, in part, to determine students’ ability to hypothesize and think from multiple perspectives.

Students will participate in an introductory lesson over key concepts of the unit and will create an organizational tool for the guided reading exercise.

Student will be asked questions and be prompted to ask their own questions of the instructor and of the text during the introductory lesson and guided reading.

**INSTRUCTOR MATERIALS:**

Power-Point including writing warm-up and multi-representational tool (fish-bone structure)

Construction paper.

Holt’s Teacher Edition

**PARTICIPANT MATERIALS:**

Journal paper.

Holt’s Student Edition.

**PROCEDURES:**

False Dichotomy Journal Warm-Up (Which animal would you be?) and Discussion (~10 min.)

Introductory Material from Chapter 3, pp. 80-82 (~10 min.)

Creating the Fishbone Outline (~5-10 min.)

Beginning to read and discuss “For Girls Only?” using the fishbone outline, pp. 83-85 (~15-20 min)

**ASSESSMENT / HOMEWORK:** Students will complete reading “For Girls Only?” and finish their fishbone outlines.

**ACCOMMODATIONS:** Students will be allowed to work from several patterns to build their representational tool. Guided reading should help slower readers listen and follow along, while filling out the fishbone outline. Upper-level readers should find enough moral and ethical complexity in the reading to keep from getting bored.

Any IEPs will be followed.

**EXTENSIONS:**

Cerling, A. Barron teachers hope to separate students into gender based (sic) classrooms. WEUA.com. Retrieved from <http://www.weau.com/education/headlines/Barron_teachers_hope_to_separate_students_into_gender_based_classrooms_117617158.html?storySection=comments>

(Note: Friends from Wisconsin are experimenting with gender-based classroom instruction in core subjects.)

**REFLECTION/REVISION:**

**REFERENCES:**

Odell, L., Vacca, R., Hobbs, R. Irvin, J. Warriner, J. *Elements of Language, First Course*. Holt: Harcourt, 2004.

(Note: Focal point derived from this text.)

**APPENDICES:**

See attached Power-Point Presentation.